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ABSTRACT

This paper begins by presenting tips on developing technical training partnerships from the perspective of the local director of the Ohio Industrial Training Program. This section indicates that every linkage needs a catalyst and that the role of the Ohio Industrial Training Program is to be such a catalyst. The issues and concerns of which the company must be made aware are discussed. The next section provides tips gained from the experiences of a joint effort by the United Auto Workers and General Motors at the Mansfield-Ontario Plant. Training requirements, course content, and student/trainee issues, such as counseling, grading policy, and employee assessment are considered. Some practical tips are suggested for pushing to get the most out of the partnership. Tips from a technical college's perspective are offered next. These include suggestions for facilities and equipment, a customized course development process, faculty/staff requirements, student services, financial management, and marketing of training programs. The paper concludes with Ohio Board of Regents background information concerning EnterpriseOhio, a statewide network of Ohio's public community colleges, technical colleges, and university branch campuses, which is intended to develop a productive and technologically advanced work force for Ohio's industries and businesses. Organization, programs and services, and working groups are discussed. (YLB)

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A Special Presentation for:

The ASTD National Conference on Technical and Skills Training

Tips on Developing Technical Training Partnerships

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Tips on Developing Technical Training Partnerships:
A Perspective from the Ohio Industrial Training Program's Local Director

I. Every Linkage Needs a Catalyst

A. Building a Trust Relationship Between all Entities

1. Listen and determine common goals and shared values. Build on those.
2. Include company workers and management, schools, economic development agencies, decision makers (may be external to the first three)
3. Take incremental steps
   i.e. Leasing of school for training facility, required meeting with superintendent, bringing it up at the plant, waiting several months until need was imminent, bringing it up again, getting 2 entities together, backing off and allowing negotiation to occur.

B. Role of The Ohio Industrial Training Program

1. Provide the catalyst to make things happen
2. Provide training dollars to reimburse the cost of instruction
   Includes curriculum development, train-the-trainer, instructor salaries, audio-visuals, manuals, etc.
   For the total CPC Mansfield project, the State of Ohio invested $2,288,702. This reflected approximately 8 percent of the instructional costs to the company. Grants for smaller companies usually cover about fifty percent of the instructional costs.
3. Dollars may be secondary to locating and pulling together resources such as training locations, instructors, curriculum development, financing information, a myriad of odd jobs that must be completed for a successful project.
4. Demonstrate a commitment to the company's success, perhaps by emphasizing a customer-supplier relationship between the company and the training providers.
   Commitment can also be shown by working to reduce bureaucracy from the plant, the state, or from the training providers.
5. Provide a person to handle day-to-day operations throughout the project. Management of people during training is a challenge no matter what the company size.

II. Making the Company Aware of a Number of Issues and Concerns

A. Scheduling - which shifts, how long, release from production.
B. Completion of Classes - what if a person doesn't complete?, what if they do?
C. Trust - between company and trainers, between workers and management, strategies for making it happen (i.e. assessment)
D. Resource Awareness - availability, quality, determining which to use without too many sales pitches
E. Funding Sources - state, federal, union, company, ways to stretch what is available
F. Authority - who chooses content, instructors, location, scheduling, participants
G. Flexibility in delivery and in participant availability - how much lead time to deliver training? does production take precedence?

Laying groundwork sets the stage for productive training sessions. Companies often underestimate everything!

III. Pulling it Together at CPC Mansfield

We think we formed permanent linkages and will continue to do whatever it takes to provide an outstanding workforce. In this project resources were drawn from the following:

CPC Mansfield
United Auto Workers
State of Ohio - Ohio Industrial Training Program
Ohio Board of Regents
Ohio State Department of Education, Division of Vocational Education
North Central Technical College
Pioneer Joint Vocational School
Mansfield City Schools
Private Vendors
Ashland College

Tips on Developing Technical Training Partnerships:
A Joint Effort UAW-GM Mansfield-Ontario Plant

1. Training Requirements
   - 1.1 Must have a real demand for the training in the first place. Make sure you have commitment from union and management before exploring training sources.
   - 1.2 Determine your training needs through a needs assessment that specifically identifies the employes to be trained.
   - 1.3 Perform cost comparison studies for locally (community college) provided training versus vendor training versus internal training.
   - 1.4 If you have long term training commitment, actively seek out a long-term training contract with a local community/technical college.
   - 1.5 Maintain a customer/supplier relationship with the local education institutions. Keeps quality of product high.
   - 1.6 Maintain open/honest line of communications at all levels when dealing with a local college.
   - 1.7 Will need to "educate" educators on how to do business with private enterprise. Remember, this is not a donation to the college.
   - 1.8 You will need to be "educated" on how to do business with a college.
   - 1.9 Address all problems/issues in a timely manner.
   - 1.10 Actively seek out state financial aid to support your training needs. Start at the local level (community college) to see what types of funds are available to your company.
   - 1.11 Determine, up front, if the school can really deliver your training needs. Does the school have access to the necessary equipment, faculty and facilities to deliver quality training programs to our employes?
   - 1.12 Iron out your facility requirements prior to starting training classes. Education institutions are not used to dedicating a classroom 40 hours straight (5 days) for one course.

2. Course Content
   - 2.1 Eliminate nice-to-know information from courses and teach need-to-know information only.
   - 2.2 Identify proper course sequence up front, not after the fact. Structured training course pipeline is best approach.
   - 2.3 Establish a joint curriculum review committee with representation from the following: UAW, GM and the local educational institution.
   - 2.4 Establish course content and lengths before the classes start. Interface between shop floor work and course content is essential.
   - 2.5 Be wary of off-the-shelf courses. They simply don't meet the needs of plant personnel.
   - 2.6 Use competency based training programs rather than traditional (norm-referenced) education approach.
   - 2.7 Overcome resistance to course content by having hourly workers and supervisors involved in the course design process.
   - 2.8 Constantly revise/upgrade the course.

3. Student/Trainee Issues
   - 3.1 Try and establish company policies dealing with student conduct at an out-of-plant training site prior to the start of training program. Helps keep the instructor from getting caught in the cross-fire. Marry company policy with classroom policy.
   - 3.2 Don't mix your company personnel with another company's personnel...too many differences exist between company philosophies and policies.
   - 3.3 Grading policy and procedures must be determined prior to implementing a training program. What do you do with a person who fails a course?
   - 3.4 Assess your employes before starting a training program to establish a base line on basic skills.
   - 3.5 Provide counseling services to your trainees. May include discipline, drug and alcohol, remediation, course advising, etc.
   - 3.6 Do not tolerate negative attitudes of instructors against union, management, company, low skill level of trainees. You want good quality instruction.

4. Tips You May Be Able to Get Away With
   - 4.1 Push the education facility to continually update equipment, facilities and instructors.
   - 4.2 Need to have full-time dedicated faculty to teach a large training program like GM-CPC-Mansfield.
   - 4.3 Become actively involved in the hiring process when school is going to hire an instructor specifically to train your employees.
   - 4.4 Make sure the education institution understands you want instructors with the proper credentials, but more importantly, they have work experience and can relate to people working on a shop floor.
   - 4.5 If an instructor is doing a poor job in class, face the problem immediately! Don't wait until the course is over. It's too late by then!
   - 4.6 Be very flexible in scheduling trainees to meet the demands of your business and customers.
   - 4.7 Remain adaptive, make adjustments, experiment, and reimplement.

Tips on Developing Technical Training Partnerships:
A Technical College's Perspective

1. Facilities and Equipment
   - 1.1 Use separate dedicated facility for this type of training.
   - 1.2 Make sure facility requirements include separate classrooms for theory portion of training...very difficult to teach theory in a noisy lab.
   - 1.3 Try and solicit equipment donations from local companies and equipment vendors.
   - 1.4 Tap all government agencies for equipment and/or funds.
   - 1.5 Remember to allocate funds for equipment maintenance and updates.
   - 1.6 Check your facility for correct power supplies before purchasing and installing new or donated equipment. Remember, donated equipment still has a cost factor!

2. Customized Course Development Process
   - 2.1 One of the most important aspects of technical training success, but the least understood.
   - 2.2 Course developers must have some type of "system approach" to course development.
   - 2.3 Always set up review committees made up of management and labor representatives before running the class.
   - 2.4 Know when to say you can't do something for one of your clients (out of your area of expertise).
   - 2.5 Give your course developers enough lead-time to produce quality products...burn out is very easy if under the gun to produce all the time at a record pace.
   - 2.6 Don't expect to receive more than a 5:1 ratio for course development on straight stand-up instruction. Example: 5 hours of course development for every hour of instruction.
   - 2.7 Stay away from developing interactive laser disc programs. Most community colleges are not geared up for a project of this scope or magnitude.
   - 2.8 Make sure instructors incorporate changes int the course immediately after the course is over. Your courses will always be in a constant state of revisions!
   - 2.9 Don't give your course development activities away for free. Companies expect to pay for quality training programs.
   - 2.10 Don't underestimate Murphy's Law!

3. Faculty / Staff Requirements
   - 3.1 North Central Technical College has 12 full-time and 25 part-time faculty members dedicated strictly to Business/Industry Services.
   - 3.2 Faculty members have a minimum of an associate degree plus years of experience in the field working for a company. We don't hire a person solely on education credentials.
   - 3.3 Faculty must be able to relate to the shop floor to survive in technical training programs.
   - 3.4 Don't be afraid to "reassign" a faculty member if they don't work out in a training program.

3.5 Must continually send your faculty/staff to inservice/upgrader training programs. (See Train-the-Trainer information Ohio Enterprise)

3.6 Faculty must buy into the flexible schedule concept. Chances are good you will be asked to deliver a course on third shift! Be prepared.

3.7 Course schedule is usually very intensive compared to a regular faculty members semester schedule. (Forty hour course in 5 days.)

3.8 Need to establish some type of teaching load policy prior to entering into a long-term contract with private industry.

3.9 Need full-time support personnel in areas of maintenance and secretarial to operate a business/industry services division in a Community College.

3.10 Educators need to be risk-takers if they expect to enter the business/industry training sector.

4. Student Services

4.1 Hire full-time vocational counselor if program is large enough to be cost effective.

4.2 Will the client company's employees have access to college services such as athletics or computer use while enrolled in training programs.

4.3 If possible, assess all trainees before training program begin...gives you a base line of information concerning their basic skill levels.

4.4 Need to establish, prior to training programs, policy on: discipline, drugs and alcohol, attendance and remediation.

4.5 Know up front what the company's grading policy will be: pass/fail, letter grades, minimum grade to stay in a program, can trainees repeat the course?, how many times?

4.6 Most adults who re-enter an education or training program after 20-30 years away from it, desire reinforcement/support from the education agency. They do want to succeed! Help them adjust.

5. Financial Management

5.1 Our business/industry service division is set up as a separate cost-recovery unit.

5.2 Approach all government agencies for funding purposes.

5.3 Be prepared to spend "big bucks" keeping your faculty updated. Usually send to Vendor Training Schools.

5.4 Our faculty has a load policy of 25 hours per week of instruction. Other 15 hours per week are spent on course development or course prep.

5.5 Don't sell your training too cheaply...learn the market, vendor training is expensive when you add in the travel and lodging expenses plus the tuition.

5.6 Run a profit/loss statement so you really see how your doing...very unusual in a college setting.

5.7 If possible, develop long-term contracts with some top shelf companies. This will help to project manpower, equipment and facility needs.

5.8 Build up a reserve fund exclusively for equipment purchases and maintenance.

6. Marketing Your Training Programs
   - 6.1 If possible, hire a full-time technical sales rep to call on your clients.
   - 6.2 Develop top-notch marketing materials. Don't make flyers and use the schools duplicating machine. Large companies are use to getting creative, eye-catching training materials. Remember, these materials project your image.
   - 6.3 Conduct special "open houses" to your business industry clients/prospects.
   - 6.4 Conduct training expos at your site to entice the local training community to come to your site.
   - 6.5 Spend some money on lunches and dinners during sales calls on your clients. They will appreciate it. Schools usually only ask businesses for money!
   - 6.6 Join your local ASTD chapter and become involved in local training activities.

Ohio Board of Regents Background Information Concerning EnterpriseOhio: Investing in a Competitive Workforce

PURPOSE

EnterpriseOhio is a statewide network of Ohio's 53 public community colleges, technical colleges and university branch campuses.

Recognizing that human resource development is the key to economic growth, EnterpriseOhio's mission is to develop a productive and technologically advanced workforce for Ohio's industries and businesses. This is accomplished by providing high quality, state-of-the-art education and training and other services that link human resource development to economic development.

Toward this goal, EnterpriseOhio emphasizes the forming of innovative partnerships and sharing resources among campuses, and also with the private sector, state government and other educational institutions.

Success of the organization is measured through its ability to respond quickly and flexibly to the needs of industry and business, and its capability of working with other state agencies with similar missions.

ORGANIZATION

An executive committee comprised of seven presidents, two branch campus deans and the chancellor are charged with strategic planning and management of EnterpriseOhio. A full-time staff person was hired in November of 1986 to facilitate the work of the executive committee and serve as a liaison between and among network members. Decisions are based on the recommendations of work groups and final programs/services subcontracted to member campuses.

Members are the 23 independent two-year colleges and the 26 regional campuses and four urban technical centers of 12 public universities in Ohio. Each members' board of trustees passed a formal resolution stating willingness to share curriculum, equipment, faculty, and support resources when appropriate, and to open district boundaries for assistance when they alone cannot provide the needed services.

PROGRAMS and SERVICES

The services EnterpriseOhio is able to offer to industry and business are the sum total of all the services and resources offered by two-year campuses within the state on the premise that where an individual campus is currently unable to deliver a service, EnterpriseOhio will help that campus identify other resources to deliver. Educational services range from complete associate degree programs delivered at the workplace, to customized training, to worksite literacy programs. Other contract services include employee assessment and orientation, materials testing, small business development centers, procurement libraries, waste minimization planning, outplacement services, etc.

Development of programs through multi-campus cooperation is strongly encouraged especially where shared resources will provide more comprehensive services or demand for a program exists beyond a single campuses service area.

To assist colleges in their efforts to provide state-of-the-art education and training, EnterpriseOhio is developing programs that enhance intercampus communications and faculty development. Incentives are provided for campuses to design programs and/or curriculum that can be used by campuses across the state.

ONet. The Ohio Network for Information Exchange is an intercampus electronic communication system, that provides electronic mail, electronic bulletin boards and data bases that are developed to meet mutual needs.

Train-the-Trainer. To ensure faculty resources are at the cutting edge, a group of seven campuses meet monthly to determine statewide training needs. Monthly training sessions are free to interested campus, taught either by expert campus faculty or outside experts such as ITT or Allen Bradley.

Manufacturing Needs Assessment. Over 500 small manufacturers (10-250 employees) across the state were individually interviewed by campus business and industry liaisons using a uniform training needs assessment instrument. The results, having been computerized, will reveal regional trends as well as statewide information and will have unique focus on the potential impact of some of the new technologies relevant to manufacturing.

Ohio Training Exchange. Thirty-five campuses have committed to providing training to small manufacturers who are suppliers to OEM's (over 12,000 suppliers). The training will be in those skills needed for the supplier to improve quality and response time while maintaining or reducing the costs for the products being supplied. The project includes sharing curriculum resources, training faculty and staff, and statewide marketing of two-year college services to an industry.

WORKING GROUPS

To address issues facing the campuses, working groups comprised of campus staff and faculty meet to discuss concerns and propose solutions. Two issues addressed include funding for services to business and industry, and turf issues among campuses. Recommendations on both issues were accepted by the chancellor and Ohio Board of Regents staff will be developing procedures to implement the recommendation.

CONCLUSION

There are several problems inherent in networking, especially within Ohio's two-year college system. First, it is a consensus driven process and campuses which have not traditionally worked together as partners or on a team must constantly work to overcome long-ingrained patterns of

response based on direct competitiveness with one another. Second, the campuses need to meet frequently to work out the process and come to consensus traveling long distances that invlove time and other costs. These problems will be solved as successes emerge from the initial networking activities, and the campuses learn to build successfully on their own and one another's strengths.

Many of the problems campuses are encountering are similar to those faced by today's businesses and industries as they seek more effective ways to meet customers' needs. These are the problems that are inherent in dealing with change. The two-year college system has a long-standing tradition of flexibility and adaptability to change and has already demonstrated the ability to use new tools and opportunities provided by networking to be more competitive and able to be full partners with government and the private sector in Ohio's quest to rebuild its economic strength.